

Walk Sense

Grade: 3-5



The Walk Sense program aims to improve pedestrian safety and promote student wellness through walking. This 3-day curriculum contains lessons and activities that teach pedestrian safety skills through the use of videos, outside simulation activities and art projects. This program has been adapted from Miami Dade's Walk Safe Program.

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Lessons include cross curricular connections:

- Arts and Humanities
- Lifetime Physical Wellness
- ELA
- Science: Environmental wellness

Materials needed:

- Technology for videos
- Orange cones
- Road sign print outs
- Pre/Post Test hand outs

Lesson One Introduction/Video (50 minutes)

Lesson Objectives:

The objective of this introductory lesson is to teach students basic vocabulary and safe street crossing behaviors. It is important that children understand they need an adult or older sibling present before they can cross the street until they are ten years old.

Daily learning targets

- I can define and use appropriate walker safety vocabulary
- I can identify basic street signs
- I can understand personal safety

Applicable National Standards of Learning:

Kentucky Common Core Standard: PL-4-PW-U-6: positive health habits can help prevent injuries...to self and others NHES: 7

National Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

1. ICE BREAKER: Instructions: Ask students to raise their hands if they have ever walked to school or around their neighborhood. Maybe they have even walked with their parents or older siblings during Thunder over Louisville or at the Kentucky State Fair. Inform students that at some point we all walk, and they will be learning important ways to keep themselves safe while walking.

Discussion: Review the following traffic signs and vocabulary words. Larger versions of these signs can be found on page 14-18.

Game: Have the students gather on one side of the room and (you) hold up the “Walk” or “Don’t Walk” sign, depending on which sign you hold up they will either walk or say “Don’t Walk”. Have students take turns leading their peers.



Vocabulary:

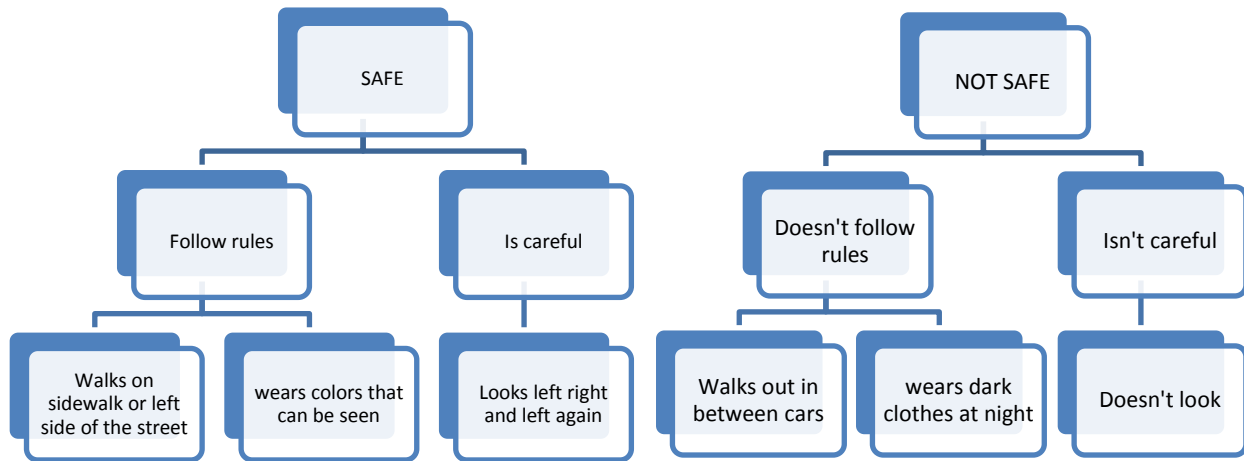
Safe	To be careful and avoid danger.
Pedestrian	A person who is walking.
Curb	Raised pavement between the edge of the road and the sidewalk.
Crosswalk	A marked place to cross the street.
Corner	Where the road bends or turns.
Signals	Lights that tell cars and people when to stop and go.
Left/Right	*Have students extend their left arm and form the shape of an “L” with their hands to practice identifying left and right.
Intersection	Where multiple roads meet.
Visual Screen	An object that blocks your view while crossing.

2. VIDEO: Play “Pedestrian Safer Journey” (4minutes 54 seconds)

- <http://www.pedbikeinfo.org/pedsaferjourney/index.html>

3. CONCEPT MAP: Instructions: Ask children what they think safe walkers do vs unsafe walkers. Inform students that they will be learning how to be safe walkers. Create a concept map on the board that reflects students’ current knowledge.

Discussion:



Response: Every 4 minutes a pedestrian is hurt in traffic. To prevent being hurt in traffic follow the safe tips. Here are some more safe tips...

Review these tips and see if class can develop their own WALK acronym. (Example below)

- Be aware of surroundings (this means not listening to music or talking on the phone)
- Walk against traffic (walk with traffic coming at you, this way you can see cars and they can see you.)
- Follow crosswalks (use buttons whenever possible)
- When you walk, stop at the curb or the edge of the street before you cross and make sure cars have stopped.
- Look left, look right, and look left again
- Be aware that cars may not stop even if you have the right-of-way.
- Never run across the street or walk out between parked cars; walk when crossing the street.
- Know what the different signs and signals mean and always try to follow them.
- Early in the morning or in the evening and at night, wear reflective and/or light colored clothing, carry a light, and/or wear a flashing light.

Walk Acronym:

Wear bright/reflective clothing

Always be aware of your surroundings

Look left right and left again before crossing

Know your signs and signals

4. EXTRA ACTIVITY (depending on time left) **Instructions:** Ask children what the benefits of walking are and write them on the board.

Environmentally friendly

Good exercise

Free

Fun

Response: Walking is good for our bodies because it strengthens our muscles, (ask the children if they know which muscles) keeps our heart active by pumping blood through our bodies more easily, and it's fun! Walking is also good for the environment because it reduces CO₂ emissions vehicles give off. **EXTRA (only if you have time)** Carbon dioxide is not bad and occurs naturally in the environment, we even breathe it out. But vehicles release too much carbon dioxide into our environment which can't be absorbed by trees which breathe it in. This causes environmental issues. Think about CO₂ like trash. What would happen if the trash man stopped coming?

Key Objectives Lesson Review

- Pedestrians should be careful and practice safety steps when walking.
- You should always walk with an adult or older family member until you are at least 10.
- Safe walkers stop, look, and listen for cars before crossing the street.
- Always stop at the curb then look left-right-left before crossing the street.
- Walk on the sidewalk and cross at the corner, not the middle of the street.
- Obey traffic signals and keep looking left-right-left while crossing.
- Not following safe behaviors can lead to accidents for yourself and others.

Lesson 2 Scenarios/ Walking Simulation (50 minutes)

Lesson Objectives:

The objective of this lesson is to teach students skills for crossing the street safely and to teach them traffic signals to aid in their understanding. It is important children understand that they must pay attention, and that sometimes drivers are not paying attention. They must also understand that dark clothing is problematic to wear and that running into the street is an unsafe behavior.

Daily learning targets

- I can demonstrate safe behaviors while crossing the street
- I can identify clothing pedestrians should wear
- I can explain why wearing dark clothing is unsafe
- I can explain why running into the street is unsafe
- I can explain why drinking and walking is unsafe

Applicable National Standards of Learning:

Kentucky Common Core Standard: PL-4-S-S-1: practice safety rules/procedures for crossing streets/highway, riding in cars and on buses... NHES 1,7

PL-4-S-S-6: demonstrate awareness of how to avoid danger (e.g., traffic safety) (e.g., through role plays, discussions, drawing) NHES 1, 7

National Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

1. ROLE PLAY

Instructions: Break the children into groups and have them work together to create a scenario. One student(s) will act out an unsafe act and another student (or students) will correct it.

Example Scenarios:

1. Kayla is walking home from her friend's house and wearing dark clothing at night.

Response: Kayla's friend can tell her to wear reflective gear or carry a flashlight; this will help cars see her.

2. Tony is late for school and the crosswalk is taking forever to turn to WALK, there isn't much traffic, so he goes ahead to cross the street.

Response: A police officer stops Tony and tells him he should wait for the walk signal to turn to WALK. When it does turn he should walk across the street and not run even though he is late. Darting into the street can surprise drivers and prevent them from seeing you in time to stop.

2. Road Simulation

Review: Street-Crossing Safety Steps

1. Stop at the curb/edge of the street.
2. Look left-right-left and listen for cars.
3. Cross when no cars are coming.

Review: Safe Places to Walk

1. Always cross at the crosswalk if possible.
2. Always walk on the sidewalk. If there is no sidewalk, walk on the left edge of the road so drivers can see you.

Review: Traffic Signals

Use flashcards to identify and review signal meanings.

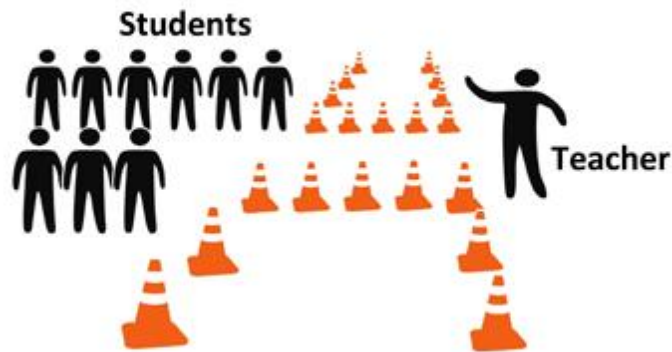
Review: Proper Clothing

1. Pedestrians are seen better in bright clothing
2. Dark clothing at night makes you difficult to see

Review: Paying attention and not running into the street

1. Drivers SHOULD but DO NOT always pay attention to pedestrians
2. Be aware of approaching cars
3. Do not run across the street at any time, because you might surprise the driver and he may not see you.

New Concept: Walking Simulation & Traffic Signal: Review traffic signal cards with students and either setup a fake crosswalk in the classroom, gym, or take the students outside to the playground area.



Create a simulated road:

- Use orange cones (or sidewalk chalk) to simulate an imaginary road on PE hard court.
- For concrete surfaces, use sidewalk chalk to draw street lines.
- For grassy surfaces lay out rope or yarn to simulate street lines.
- Create a visual screen using a parked vehicle or large item.

Safe or Unsafe Activity

1. Demonstrate a street walking behavior
2. Discuss why a behavior is safe or unsafe
3. Demonstrate the correct street-crossing behavior.

Volunteer Demonstrates Behavior	Discuss if behavior is safe or unsafe, and why?	Volunteer Demonstrates Correct Behavior
Instructor rolls ball into the street and asks a volunteer to run across the street to retrieve the ball.	Unsafe. You should never run across the street at any time.	Volunteer stops at the edge of the street and looks left-right-left before WALKING across the street to retrieve the ball.
Instructor asks a volunteer to talk to their friend while crossing the street.	Unsafe. Always look and listen when crossing the street.	Volunteer walks to the crosswalk edge without talking to their friend and look left, right, and left again before crossing.
Instructor stands at the curb and holds up “WALK” signal flashcard and asks volunteer to cross without looking.	Unsafe. When there is no sidewalk, pedestrians should walk on the left side of the street facing cars so that drivers can see you.	Volunteer walks to the crosswalk edge and looks left-right-left to make sure it is safe to cross.
Instructor stands at curb and holds up “DON’T WALK” signal flashcard) and asks the volunteer to stop at the curb.	Safe. Pedestrian obeyed crosswalk signal and stopped at the curb before crossing.	Volunteer walks along the left edge of the street.

Key Objectives Lesson Review

- Knowing the difference between safe and unsafe ways to cross the street is an important part of being a safe pedestrian.
- Safe walkers look and listen for cars before crossing the street.
- Always stop and look left-right-left before crossing the street.
- Always cross at the crosswalk or corner, not the middle of the street.
- Always walk on the sidewalk, not the street. If there is no sidewalk, walk on the left edge of the street, so drivers can see you.
- Obey traffic signals and continue looking left-right-left while crossing.
- Always pay attention when walking into the street and never run into the street
- Always make sure drivers can see you and don’t wear dark clothing at night

Day 3: Poster Contest/Test (50 minutes)

Lesson Objectives:

The objective of the final lesson is for students to demonstrate what they have learned.

Daily learning targets:

- I can identify what I can do to safely cross the street
- I can share my knowledge with my family and peers

Applicable National Standards of Learning:

Kentucky Common Core Standard: A. PL-4-S: **Students will understand that:** Safety practices and procedures help prevent injuries and provide a safe environment NHES: 1

National Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

1. POSTER CONTEST: instructions: Each student designs and produces a creative poster containing a Walk Sense pedestrian safety/health message. Each student describes his/her completed poster and explains its message (if time permits). Teacher/school personnel select ONE winning poster.

Discussion: Poster Theme Ideas:

Safety steps to follow before/while crossing the street

Dangers to look out for while crossing the street

Health benefits of walking to/from school

Test Directions: Test is to be given at the beginning of lesson one and at the end of lesson three. Read aloud to younger children to help with confusing words.

TEST

Directions: Circle best answer choice and raise your hand for any questions.

1. When crossing the street you look...
 - A. Left, then right
 - B. Right then left
 - C. Left, right, and left again
 - D. Right, left, and right again

2. If a sidewalk is not available where do you walk?
 - A. Walk facing traffic
 - B. Walk facing away from traffic (back turned)
 - C. There is always a sidewalk
 - D. Walk anywhere

3. If you are late going somewhere can you run across the street?
 - A. Never
 - B. If no cars are coming
 - C. If the crosswalk says WALK
 - D. Always

4. Walking is good because...
 - A. It's good for the environment because less gas emissions are released into the air.
 - B. It's good exercise
 - C. It's fun
 - D. All of the above

5. Talking to friends while walking can be a distraction, what else can be a distraction?
 - A. Listening to music

B. Talking on a cell phone

C. Texting

D All of the above

6. It is important for children under ____ to walk with an adult or older sibling?

A. 15

B. 12

C. 10

D. 9

7. You are about to cross at a crosswalk when the walk signal changes from



to



. What do you do?

A. Run across the street so you make it in time.

B. Look to make sure no cars are coming and then cross.

C. Stop and wait for the next signal.

8. Before you cross a street you always have to stop and look for drivers, but aren't drivers supposed to do this?
Why do you have to?

A. Driver's may get distracted and not see you.

B. You shouldn't have to look,

C. Even if a driver does see you, they may not have time to stop.

D. Both A & C

9. It's getting dark outside and you want to walk to a friend's house? What do you wear?

A. A big coat

B. Bright/ reflective clothing

C. Dark clothing

10. Which is an example of a visual screen?

A. Bush

- B. A car that is blocking your view.
- C. A fallen tree
- D. All of the above

SIGNS





